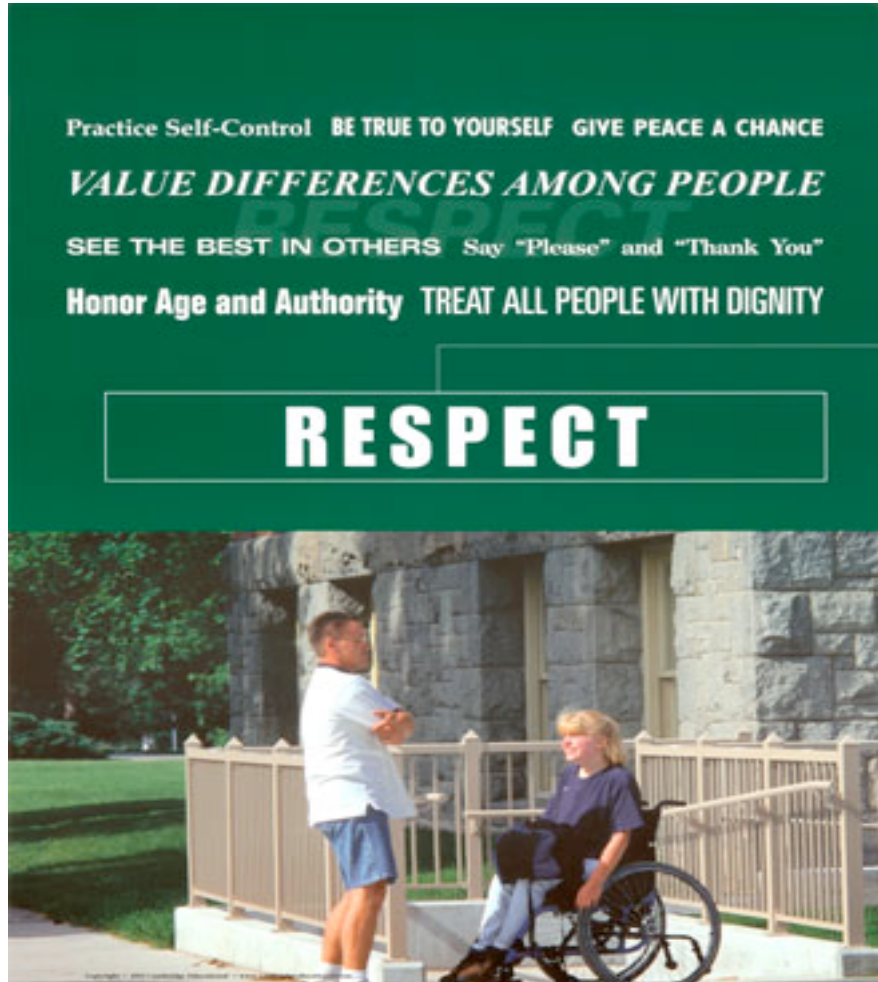


RESPECT RESPECT

Valuing and showing consideration for yourself, the environment, and the community



www.googleimages.com

If you have some respect for people as they are, you can be more effective in helping them to become better than they are.

~John W. Gardner

We confide in our strength, without boasting of it; we respect that of others, without fearing it.

~ Thomas Jefferson

<http://www.character-in-action.com/character-quotes/respect.htm>
<http://quotations.about.com/cs/inspirationquotes/a/Respect1.htm>

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Lesson Plan: Respect

Title

RESPECT–Self-Evaluation

Connections to Character Traits

Respect is applicable to all character traits. – **RESPECT** is...valuing yourself/being proud of who you are, valuing others, and valuing the world around you.

Grade Level

Grades 5–8

Overview

Students will complete self-evaluation and then discuss the evaluation, what it means to treat other with respect, with the class.

Materials Needed

Self-evaluation, attached

Discussion questions, attached

Writing assignment, attached

Procedures

1. Have students complete self-evaluation.
2. As a group, discuss what respect means
3. Have students complete writing assignment.

Assessment

The reflection sheet is used every week to evaluate whether a student has attained the goal. When the goal is attained, a new goal is set.

Source and/or Modified from:

<http://www.goodcharacter.com/ISOC/Respect.html>

http://www.austin.isd.tenet.edu/academics/docs/CharacterEd_2005_03_respect_20050816.pdf

<http://www.safestate.org/documents/respect%207%20to%2012.pdf>

Are You a Respectful Person?
(Take this self-evaluation and find out)

True

False

- | | | |
|------|-------|--|
| ---- | ----- | I treat other people the way I want to be treated. |
| ---- | ----- | I am considerate of other people. |
| ---- | ----- | I treat people with civility, courtesy, and dignity. |
| ---- | ----- | I accept personal differences. |
| ---- | ----- | I work to solve problems without violence. |
| ---- | ----- | I never intentionally ridicule, embarrass, or hurt other people. |

Complete the following sentence: I think I am/am not a respectful person
because

***RESPECT* Discussion Questions**

1. What does it mean to treat other people with respect?

Have your class brainstorm a list of do's and don'ts for treating people with respect. Ask for specific examples of each behavior they identify.

2. In what ways do you treat people with respect?

Are there any ways in which you don't?

3. Hero

a. **What makes a hero?** Ask your students: what qualities make an ordinary person heroic? Remind students of firefighters who rescue people and claim they are "just doing their jobs." Ask: Can people do heroic things and not be aware of it? Have each student name a person he or she considers a hero, and share with the class why.

b. **Try it: Honor Your Hero.** Once your students have named people they feel are heroic, have them delve a little deeper. If the hero or heroine is part of the student's family, have the student interview the subject or other family members to find out more. If a hero is a public figure, have students use library resources to explore that person's life. Invite students to create a multimedia report, or to dress up and act as that person to inform the class of their findings.

4. How do you feel when someone judges you without knowing you or giving you a chance? How do you feel when someone you disagree with calls you a name? How do you feel when someone bumps into you in the hall and doesn't apologize?

5. Do you think that people in our society are respectful enough of each other? Why or why not?

RESPECT
Writing Assignments

1. Describe three things you could do to be a more respectful person. How would that affect your relationships with others? How does it benefit you to be a respectful person?
2. Write about a time when you were disrespectful to someone. Why did it happen? Was it the right thing to do? What were the consequences? How did it make the other person feel? What did you learn from the experience?
3. How does government “of, by, and for the people” depend on respect? Write an essay connecting the concepts of democracy and respect. How is listening to different points a view a sign of respect and a cornerstone of democracy? What is it about the concept of democracy that relies upon mutual respect among people? How is the very concept of democracy related to respect for the individual?

Lesson Plan: Respect

Title

Thank You, Mr. Falker

Connections to Character Traits

Respect, Caring, Integrity

Grade level

Can be adapted for grades K-8

Overview

This activity provides opportunities to discuss situations in which respect is demonstrated. The discussion questions give students an opportunity to reflect on people in their lives who have shown them respect and caring.

Materials

Colored construction paper (for writing activity – second day)

Pens

Stickers (optional)

–OR–

Have students bring in a note card and envelope from home for the next lesson.

Procedure

Read Thank You, Mr. Falker online at

<http://www.storylineonline.net/index2.html>

Discussion Questions

- Who has made a difference in your life? How?
- Have you ever been teased about something? How did you handle it? Was your choice respectful? If so, how?
- Discuss the talent that saved Trisha in the book.
- What is a talent that has saved you in a particular situation?

Writing Activity (second day)

Write a thank you letter to a person that has made a difference in your life. Use the construction paper and seal it with a sticker.

Assessment

Based on student participation/discussion and willingness to write a thank you note

Source

Story Online

Lesson Plan: Respect

Title

Identifying Respect – How Do You Know?

Connections to Character Traits

Honesty, Caring, Respect

Grade level

K–8

Overview

This activity provides opportunities to discuss situations in which respect is needed. The discussion questions give students an opportunity to “keep it real,” and begin to reflect on their choices.

Materials

Paper/pencil (optional)

Procedure

Grades 6–8 – Show the video clip on respect as an introduction.

http://www.teachertube.com/view_video.php?viewkey=5a87b2511f3a2a304b1e

Grades K–5 – Show the video clip on respect as an introduction.

http://www.teachertube.com/view_video.php?viewkey=3ed65c26b5f12760fed2

Options for discussion:

- Read the following discussion questions and have students discuss with pairs, in small groups, or as a whole.
- Have students create role-play scenarios and then discuss.
- Give students paper, have them respond in writing, and have students pass their paper to the right (or back) twice and have them respond to their neighbor's initial answer.

Discussion Questions

- Suppose you were late to class and you suddenly realize that you need to run through a crowded hallway to get there. What's the first thing you would do? Why?
- How do you feel when someone judges you without knowing you or giving you a chance? How do you feel when someone you disagree with calls you a name? How do you feel when someone bumps into you in the hall and doesn't apologize?
- Agree or disagree: Courtesy and politeness are a lot of nonsense.
- Some people believe that if someone shows you respect, you should show respect in return. Do you agree? How do you feel if you treat someone with respect and that person responds with rudeness? If someone insults you, should you insult that person in return?
- Do you think that people in our society are respectful enough of each other? Why?

- Do you consider yourself to be a respectful person? Why, or why not? In what ways do you show respect to others?
- How is respect related to fairness? To caring? To honesty?

Assessment

Based on student participation/discussion.

Source

www.goodcharacter.com

Character Counts

Teacher Tube

Lesson Plan: Respect

Title

Creative Drama Activities

Connection to Character Traits

Respect, caring, responsibility

Grade Level

Can be adapted for grades K–8

Overview

Students are given the opportunity to role-play various scenarios that allow them to practice what Respect looks like. Sample scenarios are provided. Additional follow-up activities are also provided.

Materials Needed

Props are optional

Procedures:

1. Role-playing a situation helps students internalize the lesson's character traits. The following ten scenarios can be acted out in front of the class or discussed in small groups. Each scenario can be acted out by two or more volunteers. Teachers need to set the scene, guide the actions, and choose the roles of the volunteers. Props can be used. Teachers should coach students through the first and second scenarios. Reinforce the behaviors you want to observe:

How would you practice respect if...

- a. Your grandpa wants to give you advice on how to succeed in school?
- b. You borrowed a friend's bike?
- c. A teacher has given you an unexpected low grade on your science project?
- d. Your mom is on the phone and you want to ask her a question?
- e. You see a disabled person trying to open a door?
- f. Your coach chooses another soccer player to put in the game and you feel that you're a better player?
- g. Your father asks you to eat your vegetables and you don't feel like eating them?
- h. An elderly man spills his bag of groceries in front of you?
- i. Your friend is talking loudly to you in the library?
- j. A policeman asks you to get off your bike and walk it across a busy intersection?

2. Additional optional follow-up activities:

- a. Write an "appreciation letter" to your grandparents. Tell them how you feel about them, why you like to visit them, and some of their special qualities.
- b. Write the title, "What does respect look like?" using a blank wall or bulletin board. Have students draw a picture about a time when they practiced respect.
- c. Contact a local senior citizen group or nursing home. Match students with a senior citizen pen pal. Have the students write the initial letter to the senior

and include their name, age, school name, and several things they like to do. Also, have the students ask their pen pal how he or she would advise them on how to prepare for their future; advice on how to be a good student and family member, and what they value most in life.

d. Pair students. Have one of them write down 5–10 ways that they could practice respect at home. Have the other partner write 5–10 ways that they could practice respect at school. Display the answers on a bulletin board for all to see.

Assessment:

Behaviors that students display in role-plays will help assess whether students understand the concept of respect.

Source:

Kids With Character (Published by National Center for Youth Issues)

Lesson Plan: Respect

Title

Respectful Conversations

Connections to Character Traits

Respect, teamwork, caring

Grade Level

Most suitable for 4th and up, but can be adapted for all grade levels.

Overview

Students discuss and report on respectful and disrespectful behavior. They also find examples of respect and disrespect in their community and try to develop respectful guidelines for their own school.

Materials Needed

Paper

Newspapers or other news sources (optional)

Procedures

- Have students break into groups of three and share a time when they felt disrespected. What was the situation and how did it make them feel? Have students report back to the larger group on behalf of someone else in their group. The report consists of two parts: a) what was the situation and what emotions did it involve and b) what could you say or do to help that person either at the time or afterward? You may want to use the following questions to start the discussion:
- As a large group, brainstorm issues or places you see in your community or the world that make you angry because they demonstrate a lack of respect. Then, in smaller groups, pick one issue per group and brainstorm some things you could do that would address that issue. If possible, follow through with some direct action to try to improve the situation.
- Bring in articles from newspapers or the Internet that deal with people respecting or disrespecting other people. Think of some actions that could be taken to improve the situation presented in the article.
- Brainstorm ways to make your school environment more respectful. Create a list of recommendations and place them in your school newspaper or on a poster. The following questions may be useful when discussing respect or developing ideas:
 - * Do you treat people the way you want to be treated?
 - * Do you treat people with civility, courtesy, and dignity?
 - * Are you sensitive to other people's feelings?
 - * Do you insult people or make fun of them?

- * Do you ridicule or embarrass people?
- * Do you go along with prejudices or racist attitudes?

Assessment

Based on class discussion

Source

www.goodcharacter.com

Lesson Plan: Respect

Title

Grandma's a Great Lady

Connection to Character Traits

Respect, responsibility, love, patience, caring

Grade Level

K-6

Overview

Students read a story about respect and then have a discussion by answering questions related to the story and the theme of respect.

Materials Needed

Story and discussion questions (reprinted below)

Procedures

1. Read the following story with/to the students:

"The dreaded day has finally arrived," Jimmy thought to himself. He was not looking forward to the five hour trip to Pittsburgh, PA, where his Grandma Bucci lived. Every summer Jimmy and his family would drive to grandma's house and spend a week visiting relatives. Jimmy was often bored during these trips because there weren't any kids his age to play with and he spent most of his time listening to adults talk about things he didn't understand or wasn't interested in. Jimmy brought his baseball and glove to help him pass the time. However, what Jimmy didn't realize was that this trip to Grandma Bucci's house would be different and exciting.

It started out the same—Grandma Bucci squeezed him so tight that he could barely breath. She pinched his cheek as usual and told him he was growing up way too fast. Upon entering the old house, Jimmy immediately recognized the smell of mothballs and Italian sausage cooking in the kitchen. After dinner, Grandma Bucci and Jimmy's dad sat on the couch and began to reminisce. Jimmy rolled his eyes and thought here we go again, boring stories.

Grandma looked at Jimmy and told him a story about a time when his father used to walk up the street to the Pittsburgh Baseball Stadium and sit behind the ballpark and listen to the game. He knew every player, including his position and batting average. Jimmy eagerly listened to Grandma's story.

Jimmy asked his father if he could walk up to the old stadium and take a look around. His father said, "No." He didn't want him walking alone. Then Grandma Bucci reminded her son that he was allowed to walk the six blocks to the stadium by himself at Jimmy's age. She brought to her son's attention how he felt when he was allowed to go. After awhile, Grandma Bucci had persuaded her son to allow Jimmy to go by himself. Jimmy was so excited that he hugged his

father and thanked him. Jimmy's dad told him that he should be thanking his Grandma.

Jimmy slowly let go of his father and turned towards Grandma Bucci. "Thank you Grandma," said Jimmy. Grandma Bucci grabbed Jimmy and squeezed him tight. This time Jimmy didn't mind being hugged by his grandmother. She told him that she realized that it could get boring sometimes being around a bunch of grown-ups. Jimmy was surprised that grandma understood how he felt.

Jimmy now has a new respect for his grandmother. He looks with anticipation to his trip every summer to Pittsburgh and walking to the old baseball stadium. Jimmy thinks Grandma is a great lady.

2. Discussion Questions:

Grandparents and elders have lived longer than most people you know. They have wisdom and insight and can teach you many things. It is important to speak and act respectfully around them. It shows them that you appreciate and love them; even during the times when you may not understand everything they're trying to teach you. Remember, they love you very much. One day you may be a grandparent who gets to give advice and tell stories to your grandchildren.

- Who are the main characters?
- How did Jimmy initially feel about going to his grandmother's house?
- How could you tell that Grandma Bucci really cared for Jimmy?
- What's it like at your grandparent's house?
- How do you show respect for your grandparents?

Assessment

Comments that students make during discussion will help to assess whether or not they understand the concept of respect.

Source

Kids With Character (Published by National Center for Youth Issues)

Lesson Plan: Respect

Title

Defining Respect

Connections to Character Traits

Respect, responsibility, teamwork, patience

Grade Level

2–8

Overview

This lesson allows students to discuss what respect means to them. It also gives them the opportunity to celebrate examples of respect when they see it in their classrooms.

Materials Needed

Big pieces of paper to post throughout the room

Markers

Procedure

1. Get three pieces of paper and post them in different spots in the classroom. The teacher will write a question of the top of each piece of paper. Possible questions include:
 - What does respect mean?
 - How can we show respect to adults and family members?
 - How do we show respect for one another at school?
2. Break the class into three groups and give each group a marker. Give each group about three minutes at each piece of paper. They will use the time to write down their thoughts to each question. After the time is up, they can switch to the next station (question).
3. When students have gone to every station, the class will come together as a group and discuss student responses.
4. OPTIONAL–Show students the “Thanks for Showing Respect” form (see attached). Students can fill out this form when they see another student in the class showing respect. The forms will be collected in a shoebox. At the end of each week, the teacher can celebrate those students who showed respect.

Assessment

“Thanks for Showing Respect forms”

Source

http://www.education-world.com/a_lesson/04/lp329-01.shtml

Thanks for Showing Respect

Date: _____

In the space below, please describe a time you saw a student showing respect at school. For example: "Today I noticed Johnny compliment another student on his artwork."

Lesson Plan: Respect

Title

Respect Quilt

Connections to Character Traits

Respect, caring

Grade Level

Can be adapted for all grade levels

Overview

Students will use many visual sources to represent RESPECT in the form of a quilt

Materials Needed

Magazines
Computer/Computer graphics (optional)
Actual photos (optional)
Glue
Colored markers
Scissors
8.5"x11 multicolored construction paper
Packing tape

Procedures

Have a group discussion about the characteristics of a person of respect or an act of respect. Discuss what respect might look like if you were to capture it on film.

Provide the students with stacks of magazines, a colored 8.5X11" piece of construction paper, scissors and glue.

Have the students cut and paste visual representations of respect. i.e.: a picture of someone hugging a dog, or holding some ones hand etc... on to their colored paper. Paste in collage form.

When all of the collages are full and finished. Lay them on the floor in a rectangle form and tape them together to make a quilt. Write the words RESPECT is... on the quilt, and hang it up for all to see!

Assessment

Based on class discussion and accurate visual representations

Source

Adapted from Kodak Lesson Plans

www.humanityquest.com/topic/art_activities/index.asp?theme1=caring

Lesson Plan: Respect

Title

RESPECT Popcorn Party

Connections to Character Traits

Respect, Caring, Empathy

Grade Level

Can be adapted for all grade levels

Overview

Reinforce respect by celebrating examples of it in your classroom

Materials Needed

- Picture books and stories that teach respect
- Thanks for Showing RESPECT worksheet
- Colored paper (cut into twelve 4-inch squares)
- Popcorn

Procedures

In this lesson, students will talk about what the word *respect* means by recognizing their peers for the respectful things they do. Start the lesson by writing the word RESPECT on the top of a piece of chart paper. Ask students to discuss the meaning of the word. This can be done as a whole-class activity, or you might arrange students into small groups to discuss the meaning of the word and then bring them back together to share their ideas.

Talk about ways in which students show respect for adults and other family members. Make a list of some of the students' best ideas. Ask students to share ways in which they can show respect for one another. Make a list of their ideas.

Then introduce to students the Thanks for Showing RESPECT worksheet. The worksheet has six copies of a simple form students can fill out to share examples of how others in the class have shown respect with their classmates. Talk about the kinds of things students might do to show respect in the classroom and model what students might write on the form when that happens. Set aside a special place for a stack of the forms. Invite students to fill out a form whenever they witness an example of a classmate showing respect to another student, the teacher, or a visitor to the classroom. Provide a box in which students can submit the forms. Set aside time at the end of the day to open the box and share some of the respectful behavior students have observed. In that way, you can emphasize and reinforce all the great examples of respectful behavior that occur on a daily basis.

To add another small incentive for behaving respectfully, you might cut out twelve 4-inch by 4-inch squares of brightly colored paper. Paste one cutout or printed letter onto each square to spell out P-O-P-C-O-R-N P-A R-T-Y across the top of a bulletin board. Each day, staple beneath a letter at least five Thanks for Showing Respect forms illustrating some of that day's best examples of

students showing respect for one another. For each day that you staple five good examples, the students get one day -- one letter -- closer to the reward: a class popcorn party!

More Activity Ideas

Some points students might bring to a discussion of respect -- or that you might work into the discussion -- and some additional activity ideas follow:

- * Introduce the "Golden Rule" -- treat others the way you would like to be treated -- as a simple definition of the word respect.
- * Have students make a list of synonyms for the word respect; esteem, honor, regard, value, cherish, appreciate, admire, praise, compliment, for example.
- * Share books in which respect is a clear theme. You can find booklists at Children's Books That Illustrate the Six Pillars (Character Counts), Heartwood Institute: Respect, and Library Lesson Plans.
- * Different people have different likes and dislikes. To emphasize that point, you might invite each student to share something he or she likes very much. That might be a food, an activity, a place... or anything else. After students share, ask some of the students to identify things other students like but they don't like as much. Conclude the discussion by emphasizing people should treat one another respectfully in spite of their differences.
- * Have students look through magazines for pictures showing people respecting others' differences or pictures of different kinds of people working or playing together. Create a class "We Respect Differences" collage.
- * After talking about some of the things respect means, you might start a class or small-group discussion about what respect does not mean. What kinds of behaviors could be considered disrespectful? Students might provide responses such as rudeness, malicious gossip, criticism, insults... As a follow-up activity, ask students to offer synonyms for the word disrespect. For example, rudeness, dishonor, ridicule, scorn, disregard, ignore, disdain...

Assessment

Students model and celebrate respect -- and earn the popcorn party -- within 12 school days.

Source

Education World

Thanks for Showing RESPECT!

I saw one of my classmates showing respect!

This is what I saw:



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Thanks for Showing RESPECT!

I saw one of my classmates showing respect!

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Lesson Plan: Respect

Title

Responding to Authority

Connections to Character Traits

Respect, Integrity

Grade Level

Grades 6–8

Overview

Students discuss the different ways to respond to authority, consider why they respond to authority as they do and, if there are problems, discuss different changes that can be made.

Materials Needed

“Responding to Authority” handout (attached)

Pencil/Pen

Procedures

1. Introduce the topic of “Authority.”
Ask students to list people who are authority figures in their lives.
2. Distribute the handout, “Responding to Authority” to each student
3. Have the students work independently to complete it.
4. Encourage students to share their written responses and/or comments about patterns they see
5. Discussion Questions:
 - Does your list of authority figures include all males? All females? Some of each?
 - Are there differences between how you respond to females in authority and how you respond to males in authority? If so, can you describe the differences?
 - Where do you have problems with authority – mostly at school? At home? in the community?
 - If you have problems with authority at home, and if you have two parents at home, are there differences between how you respond to one parent and how you respond to the other? If so, how would you describe their personalities?
 - If you have few or no apparent problems with authority, why do you think that is?

Assessment

Based on class discussion

Source

The Essential Guide to Talking with Teens by Jean Sunde Peterson, pgs.171–174

Responding to Authority

Name: _____

1. List the adult authority figures in your life—people who give you advice, suggestions, or orders. Describe their position (for example, teacher, principal, coach, father, mother). Then tell how you typically respond to their authority.

NAME	POSITION	YOUR TYPICAL RESPONSE
a.	_____	_____
b.	_____	_____
c.	_____	_____
d.	_____	_____
e.	_____	_____

2. If you have problems with the authority of any of the people listed above, what usually “sets you off”?

3. Does it appear that you have trouble with only certain types of authority figures? If so, explain.

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4. Do you have any “unfinished business” with people whose authority you have trouble accepting? (For example, are you angry about something they did in the past?) If you do not, go on to question #5.

List people who fit this category.

What feelings surface when you are confronted by any of them?

What feelings do you have after a confrontation?

What are your options for responding to these people?

Can you think of anything that might change your response to their authority?

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5. If you have no obvious problems with anyone you listed in #1, where did you learn to respond appropriately/respectfully to their authority?

6. In which parts of your life do you believe you have been treated fairly? (For example, home, school, friends, work, sports?)

Unfairly?

7. If you do not deal well with authority in general, how does that affect your life?

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